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ABSTRACT

These official scoring guide for reading/literature present details of the 6-point scoring system used in Oregon schools for the 1989-99 and 1999-2000 school years for grades 4-12. They list the attributes of students' responses to merit a score from 1 (lowest) to 6 (highest) in the areas of comprehension, extending understanding, reading critically--text analysis, and reading critically--context analysis. (RS)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Grades 4-12

Comprehension

6

The response demonstrates a thorough understanding of the parts of the selection and the selection as a whole.

The response:

- indicates a thorough and accurate understanding of main ideas and all significant supporting details, including clarification of complexities.
- draws subtle as well as obvious inferences and forms insightful conclusions about their meaning.
- presents interpretations, generalizations or predictions based on specific and compelling evidence.
- uses relevant and specific information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to clarify meaning and form conclusions.

5

The response demonstrates a strong understanding of the parts of the selection and the selection as a whole.

The response:

- indicates a thorough and accurate understanding of main ideas and all significant supporting details.
- draws key inferences and forms supported conclusions about their meaning.
- presents interpretations, generalizations or predictions based on specific, conclusive evidence.
- uses information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to clarify meaning and form conclusions.

4

The response demonstrates a competent understanding of the parts of the selection and the selection as a whole.

The response:

- indicates an understanding of the main ideas and relevant and specific supporting details.
- draws obvious inferences and forms reasoned conclusions about their meaning.
- presents interpretations, generalizations or predictions based on adequate evidence.
- uses information from textual resources (i.e., table of contents, chapter headings, illustrations, graphs, charts) to clarify meaning and form conclusions.

3

The response demonstrates an inconsistent understanding of the parts of the selection and the selection as a whole.

The response:

- correctly identifies some main ideas; focuses on isolated details or misunderstands or omits some significant supporting details.
- draws basic inferences but may not provide supportable conclusions based on them.
- attempts to present interpretations, generalizations or predictions but fails to provide adequate support.
- uses obvious information from textual resources (i.e., table of contents, chapter headings, illustrations, graphs, charts).

2

The response demonstrates a limited understanding of the parts of the selection and the selection as a whole.

The response:

- shows a fragmented, inaccurate or incomplete understanding of the selection; presents random, incomplete or irrelevant evidence.
- does not draw inferences or suggests inferences not supported by the text.
- fails to provide supported interpretations, generalizations, or predictions or provides ones that are unsupported by the text; may contain passages copied verbatim without analysis or commentary.
- does not refer to textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) or reveals that the reader is distracted or confused by them.

1

The response demonstrates virtually no understanding of the parts of the selection and the selection as a whole.

The response:

- shows an inability to construct a literal meaning of the selection; may focus only on reader's own frustration or indicate that the reader gave up.

Extending Understanding

6 **The response demonstrates a thorough and complex understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.** ***The response:*** • relates the selection to substantive and relevant personal experiences, extending and deepening understanding beyond text-bound concerns. • relates the selection to other texts in complex and subtle ways through insightful generalizations or conclusions. • makes insightful and supported connections between theme(s) or message(s) of a selection(s) and its relationship to issues or events in the community or world at large.	**5** **The response demonstrates a strong understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.** ***The response:*** • relates the selection to relevant personal experiences, extending understanding beyond text-bound concerns. • relates the selection to other texts in complex and subtle ways through supported generalizations or conclusions. • makes in-depth connections between theme(s) or message(s) of a selection(s) and issues or events in the community or world at large.	**4** **The response demonstrates a competent understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.** ***The response:*** • relates the selection to relevant personal experiences, extending understanding beyond text-bound concerns. • relates the selection to other texts by drawing conclusions or forming generalizations although they may be primarily literal. • makes reasoned connections between theme(s) or message(s) of a selection(s) and issues or events in the community or world at large.
3 **The response demonstrates a limited or inconsistent understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.** ***The response:*** • relates the selection only superficially or indirectly to personal experiences. • relates the selection to other texts by drawing conclusions or forming generalizations which may be simplistic or incomplete. • makes overly broad, general or inaccurate connections between the selection(s) and issues or events in the community or world at large.	**2** **The response demonstrates a limited, superficial or flawed understanding of the selection and its relationship to other texts (read, heard or viewed), relevant personal experiences or related topics or events.** ***The response:*** • relates the selection only superficially or indirectly to personal experiences. • makes weak or invalid connections between the selection and other texts. • makes weak or superficial connections between the selection(s) and issues or events in the community or world at large.	**1** **The response demonstrates a lack of understanding of the selection and its relationship to other texts (read, heard or viewed), relevant personal experiences or related topics or events.** ***The response:*** • shows an inability to draw connections and see relationships between the selection and other texts, experiences, issues and events.

Reading Critically: Text Analysis

6

The response demonstrates a thorough and convincing analysis and evaluation of an author's ideas and craft.

The response:

- identifies the author's purpose and presents a thorough and insightful analysis and evaluation of how the author's stylistic decisions (e.g., structure, point of view, word choice) affect the message and purpose.
- when based on a literary text, identifies and skillfully analyzes how literary elements (i.e., character, plot, setting, theme) and/or devices (e.g., simile, metaphor, symbol) contribute to the unity and effectiveness of the text.
- uses specific and relevant evidence from the text to make reasoned judgments about the author's craft and the selection's explicit or implied message(s).

5

The response demonstrates a strong analysis and evaluation of an author's ideas and craft.

The response:

- identifies the author's purpose and presents an analysis and evaluation of how some of the author's stylistic decisions (e.g., structure, point of view, word choice) impact the message and purpose.
- when based on a literary text, analyzes how selected literary elements (i.e., character, plot, setting, theme) and/or devices (e.g., simile, metaphor, symbol) contribute to the unity and effectiveness of the text.
- uses specific and relevant evidence from the text to make reasoned judgments about the author's craft and the selection's explicit or implied message(s).

4

The response demonstrates a competent analysis and evaluation of an author's ideas and craft.

The response:

- identifies the author's purpose and analyzes how the author's stylistic decisions (e.g., structure, point of view, word choice) contribute to the purpose.
- when based on a literary text, provides a basic analysis of how literary elements (e.g., character, plot, setting, theme) and/or literary devices (e.g., simile, metaphor, symbol) contribute to the unity and effectiveness of the selection.
- uses relevant evidence from the text to make and support reasoned judgments about the author's craft and the selection's explicit message; may respond to implied messages.

3

The response demonstrates an incomplete analysis of an author's ideas and craft but provides simplistic or unsupported evaluations of the author's ideas and craft.

The response:

- shows limited identification and analysis of the author's purpose and begins to analyze how stylistic decisions (e.g., structure, point of view, word choice) contribute to the messages.
- when based on a literary text, gives unsupported or simplistic explanations of how literary elements or devices contribute to the overall effectiveness of the selection.
- uses limited evidence from the text to form opinions about the author's craft and explicit message; may respond to implied messages.

2

The response demonstrates a limited, confused, or unfounded analysis of the author's ideas and craft.

The response:

- indicates a lack of awareness of the author's purpose or stylistic decisions; there may even be an apparent lack of awareness of the author's voice (i.e., the reader may seem to have difficulty distinguishing author from narrator or character in the selection).
- when based on a literary text, does not use literary terms (e.g., character, plot, symbol, metaphor) to describe the effectiveness of the selection.
- makes a judgment about the author's craft or message(s), but provides no textual support.

1

The response demonstrates no evidence of critical reading skills; the reader does not engage in a thoughtful analysis of the text.

The response:

- reflects an unquestioned acceptance or rejection of the author's craft or text's message(s) without comment or explanation.

Reading Critically: Context Analysis*

6

The response demonstrates a thorough and convincing analysis and evaluation of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.

The response:

- applies a comprehensive understanding of an author's life experiences to evaluate how they have shaped and influenced the author's work.
- when appropriate, recognizes and evaluates the complex and subtle ways in which a selection(s) has had an impact on past and/or present social and cultural conditions and issues.
- uses extensive knowledge and understanding about social, economic, political or cultural issues and events to analyze and evaluate the validity of the selection's explicit or implied theme(s) or message(s); if appropriate, proposes more than one interpretation of the text.

5

The response demonstrates a strong analysis and evaluation of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.

The response:

- applies an understanding of an author's life experiences to evaluate how they have shaped and influenced the author's work.
- when appropriate, recognizes and analyzes the ways in which a selection(s) has had an impact on past and/or present social and cultural conditions and issues.
- uses knowledge and understanding about social, economic, political or cultural issues and events to analyze the validity of the selection's explicit or implied theme(s) or message(s); if appropriate, proposes more than one interpretation of the text.

4

The response demonstrates a competent analysis and evaluation of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.

The response:

- applies an understanding of an author's life experiences to examine and explain ways they have shaped and influenced the author's work.
- when appropriate, recognizes and analyzes the ways in which a selection has had an impact on past and/or present social and cultural conditions and issues; minor inaccuracies may occur.
- uses knowledge and understanding about social, economic, political or cultural issues and events to analyze the validity of the selection's explicit or implied theme(s) or message(s).

3

The response demonstrates an incomplete analysis of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.

The response:

- applies a limited or incomplete understanding of an author's life experiences to examine and explain ways they have influenced the author's work.
- when appropriate, recognizes ways in which a selection(s) has had an impact on past and/or present social and cultural conditions and issues; the explanation may contain minor inaccuracies.
- shows limited knowledge about social, economic, political or cultural issues and events and relates knowledge to the selection's explicit theme(s) or message(s).

2

The response demonstrates a limited, confused or unfounded analysis of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.

The response:

- attempts in superficial or illogical ways to explain how an author's life experiences have influenced the author's work.
- when asked, attempts in superficial or illogical ways to explain how a selection has had an impact on social and cultural conditions and issues.
- makes a judgment about the selection's message(s) or theme(s) but provides no contextual support.

1

The response demonstrates no evidence of critical reading skills; the reader does not engage in a thoughtful analysis of the text.

The response:

- reflects an unquestioned acceptance or rejection of the text without comment or explanation.

** The fourth dimension, **Reading Critically: Context Analysis**, is included in the content standards only at the Certificate of Advanced Mastery level (Grade 12). Therefore, students do not have to meet a standard in this dimension to receive a CIM. However, practice should be provided in this trait at the other benchmarks to prepare students for potential assessments at grades 11 and 12.*

Scoring Guides for the 1999-2000 School Year

Office of Assessment and Evaluation

A scoring guide is an assessment tool used to judge the quality of student performance in relation to content standards. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. Use of scoring guides to assess a student's work can provide:

- feedback about student progress toward meeting the benchmarks;
- a common vocabulary for discussing the standards across grade levels and across districts throughout the state;
- a vehicle for meaningful self-evaluation and self-reflection;
- a focus for meaningful peer feedback among students.

Use of Scoring Guides

Teachers who are supporting students in meeting the state standards need to become very familiar with the Official Scoring Guides. **The official guides must be used to assess all work samples for the grades 3-10 benchmarks.** Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers need to carefully align their classroom assessments to the criteria described on the scoring guide.

Scoring Guides in in Adobe Acrobat© PDF format:

- Reading/Literature (grades 4-12) PDF
- Reading (grades K-3) PDF
- Speaking PDF
- Mathematics PDF
- Writing PDF

You may download the free Acrobat viewer by clicking the "Get Acrobat" icon.

Scoring Guides in HTML format: ***coming soon!***

- Reading/Literature (grades 4-12)
- Reading (grades K-3)
- Speaking
- Mathematics
- Writing

Comprehension

6

The response demonstrates a thorough understanding of the parts of the selection and the selection as a whole.

The response:

- indicates a thorough and accurate understanding of main ideas and all significant supporting details, including clarification of complexities.
- draws subtle as well as obvious inferences and forms insightful conclusions about their meaning.
- presents interpretations, generalizations or predictions based on specific and compelling evidence.
- uses relevant and specific information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to form interpretations and deepen understanding.

5

The response demonstrates a strong understanding of the parts of the selection and the selection as a whole.

The response:

- indicates a thorough and accurate understanding of main ideas and significant supporting details.
- draws key inferences and forms strongly supported conclusions about their meaning.
- presents interpretations, generalizations or predictions based on specific, conclusive evidence.
- uses information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to form interpretations and deepen understanding.

4

The response demonstrates a competent understanding of the parts of the selection and the selection as a whole.

The response:

- indicates an understanding of the main ideas and relevant and specific supporting details.
- draws obvious inferences and forms supported conclusions about their meaning.
- presents interpretations, generalizations or predictions based on adequate evidence.
- uses information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to clarify meaning and form conclusions.

3

The response demonstrates a limited, inconsistent or incomplete understanding of the parts of the selection and the selection as a whole.

The response:

- correctly identifies some main ideas; focuses on isolated details or misunderstands or omits some significant supporting details.
- suggests inferences but provides incomplete support for conclusions based on them.
- suggests interpretations, generalizations or predictions but provides incomplete support for them.
- uses obvious information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to gain meaning but may overlook some important details.

2

The response demonstrates a confused or inaccurate understanding of the parts of the selection and the selection as a whole.

The response:

- shows a confused, inaccurate or fragmented understanding of the selection; presents random, incomplete or irrelevant evidence.
- does not draw inferences or suggests inferences not supported by the text.
- does not provide supported interpretations, generalizations, or predictions or provides ones that are unsupported by the text; may contain passages copied verbatim without analysis or commentary.
- does not refer to textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) or reveals that the reader is distracted or confused by them.

1

The response demonstrates virtually no understanding of the parts of the selection and the selection as a whole.

The response:

- does not show an ability to construct a literal meaning of the selection; may focus only on reader's own frustration or indicate that the reader gave up.

Extending Understanding*

6	5
The response demonstrates a thorough and complex understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large. ***The response:*** • relates the selection to substantive and relevant personal experiences, making insightful and supported connections to elements of the text (e.g., events, characters, themes or messages). • relates elements of the selection (e.g., events, characters, themes or messages) to other texts in complex and subtle ways through insightful generalizations or conclusions. • makes insightful and supported connections between themes or messages of a selection and its relationship to issues or events in the community or world at large.	**The response demonstrates a strong understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.** ***The response:*** • relates the selection to relevant personal experiences, making detailed connections to elements of the text (e.g., events, characters, themes or messages). • relates elements of the selection (e.g., events, characters, themes or messages) to other texts in complex and subtle ways through supported generalizations or conclusions. • makes in-depth and supported connections between themes or messages of a selection and issues or events in the community or world at large.
4	**3**
The response demonstrates a competent understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large. ***The response:*** • relates the selection to relevant personal experiences, making supported connections to elements of the text (e.g., events, characters, themes or messages). • relates elements of the selection (e.g., events, characters, themes or messages) to other texts by drawing conclusions or forming generalizations although they may be primarily literal. • makes supported connections between themes or messages of a selection and issues or events in the community or world at large.	**The response demonstrates a limited or inconsistent understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.** ***The response:*** • relates the selection to relevant personal experiences, but connections may lack clarity or support. • relates the selection to other texts by drawing conclusions or forming generalizations which may be simplistic or incomplete • makes overly broad, general or unsupported connections between the selection and issues or events in the community or world at large.
2	**1**
The response demonstrates a superficial or flawed understanding of the selection and its relationship to other texts (read, heard or viewed), relevant personal experiences or related topics or events. ***The response:*** • relates the selection only superficially or indirectly to personal experiences. • makes weak or invalid connections between the selection and other texts. • makes weak, superficial or inaccurate connections between the selection and issues or events in the community or world at large.	**The response does not show an understanding of the selection and its relationship to other texts (read, heard or viewed), relevant personal experiences or related topics or events.** ***The response:*** • does not show the ability to draw connections and see relationships between the selection and other texts, experiences, issues and events.

*Depending on the prompt or prompts provided on a reading assessment, a student may meet the standard through a response that addresses only one or two of the three descriptors (bullets) in this particular dimension.

Reading Critically: Text Analysis

6

The response demonstrates a thorough and convincing analysis and evaluation of an author's ideas and craft.

The response:

- identifies the author's purpose and presents a thorough and insightful analysis and evaluation of how the author's stylistic decisions (e.g., structure, point of view, word choice) affect the message and purpose.
- when based on a literary text, identifies and skillfully analyzes how literary elements (e.g., character, plot, setting, theme) and/or devices (e.g., simile, metaphor, symbol) contribute to the unity and effectiveness of the selection.
- uses specific and relevant evidence from the text to make and support reasoned judgments about the author's craft or message(s).

5

The response demonstrates a strong analysis and evaluation of an author's ideas and craft.

The response:

- identifies the author's purpose and presents an analysis and evaluation of how some of the author's stylistic decisions (e.g., structure, point of view, word choice) affect the message and purpose.
- when based on a literary text, identifies and analyzes how selected literary elements (e.g., character, plot, setting, theme) and/or devices (e.g., simile, metaphor, symbol) contribute to the effectiveness of the selection.
- uses specific and relevant evidence from the text to make and support reasoned judgments about the author's craft or message(s).

4

The response demonstrates a competent analysis and evaluation of an author's ideas and craft.

The response:

- identifies the author's purpose and analyzes how the author's stylistic decisions (e.g., structure, point of view, word choice) contribute to achieving that purpose.
- when based on a literary text, provides a basic analysis of how literary elements (e.g., character, plot, setting, theme) and/or literary devices (e.g., simile, metaphor, symbol) contribute to the effectiveness of the selection, using terminology as appropriate.
- uses relevant evidence from the text to make and support reasoned judgments about the author's craft or message(s).

3

The response demonstrates an incomplete analysis of an author's ideas and craft; evaluations are simplistic or unsupported.

The response:

- shows limited identification and analysis of the author's purpose and begins to analyze how stylistic decisions (e.g., structure, point of view, word choice) contribute to achieving that purpose.
- when based on a literary text, gives unsupported or simplistic explanations of how literary elements or devices contribute to the effectiveness of the selection.
- uses limited evidence from the text to form opinions about the author's craft or message(s).

2

The response demonstrates a superficial, confused, or unfounded analysis of the author's ideas and craft.

The response:

- indicates a lack of awareness of the author's purpose or stylistic decisions; there may even be an apparent lack of awareness of the author's voice (i.e., the reader may seem to have difficulty distinguishing author from narrator or character in the selection).
- when based on a literary text, does not use literary concepts or terms (e.g., character, plot, symbol, metaphor) to analyze the effectiveness of the selection.
- makes a judgment about the author's craft or message(s), but provides no textual support.

1

The response demonstrates no evidence of critical reading skills; the reader does not engage in a thoughtful analysis of the text.

The response:

- reflects an unquestioned acceptance or rejection of the author's craft or text's message(s) without comment or explanation.

Reading Critically: Context Analysis*

6 **The response demonstrates a thorough and convincing analysis and evaluation of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.** ***The response:*** • applies a comprehensive understanding of an author's life experiences to analyze and evaluate how they may have shaped and influenced the author's work. • uses extensive knowledge and understanding about historical, social, economic, political or cultural issues and events to analyze and evaluate how they may have shaped and influenced the author's work.	**5** **The response demonstrates a strong analysis and evaluation of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.** ***The response:*** • applies an understanding of an author's life experiences to analyze and evaluate how they may have shaped and influenced the author's work. • uses knowledge and understanding about historical, social, economic, political or cultural issues and events to analyze and evaluate how they may have shaped and influenced the author's work.
4 **The response demonstrates a competent analysis and evaluation of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.** ***The response:*** • applies an understanding of an author's life experiences to examine and explain ways they may have shaped and influenced the author's work. • uses a basic knowledge and understanding about historical, social, economic, political or cultural issues and events to analyze how they may have shaped and influenced the author's work.	**3** **The response demonstrates an incomplete analysis of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.** ***The response:*** • applies a limited or incomplete understanding of an author's life experiences to examine and explain ways they may have influenced the author's work. • shows a limited or incomplete knowledge about historical, social, economic, political or cultural issues and events and how they may have shaped and influenced the author's work.
2 **The response demonstrates a confused or unfounded analysis of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.** ***The response:*** • attempts in superficial or illogical ways to explain how an author's life experiences may have influenced the author's work. • gives an inaccurate or confused explanation of how historical, social, economic, political or cultural issues and events may have shaped and influenced the author's work.	**1** **The response demonstrates no evidence of critical reading skills; the reader does not engage in a thoughtful analysis of the text.** ***The response:*** • does not show the ability to explain how external factors may have influenced the author's work.

* The fourth dimension, **Reading Critically: Context Analysis**, is included in the content standards only at the Certificate of Advanced Mastery level (Grade 12). Therefore, pending State Board action, students do not have to meet a standard in this dimension to receive a CIM. However, practice should be provided in this trait at the other benchmarks to prepare students for potential assessments at grades 11 and 12.